

While we are waiting to begin....

Think about these questions. Use your chat feature to comment!



What have you heard about PBS or experienced that you feel correctly or incorrectly represents our approach?

If you are a behavior analyst seeking CEUs for this presentation, please email Mariah Tricker (mariah.a.tricker@state.mn.us) to check in, putting your BCBA# in the subject line.

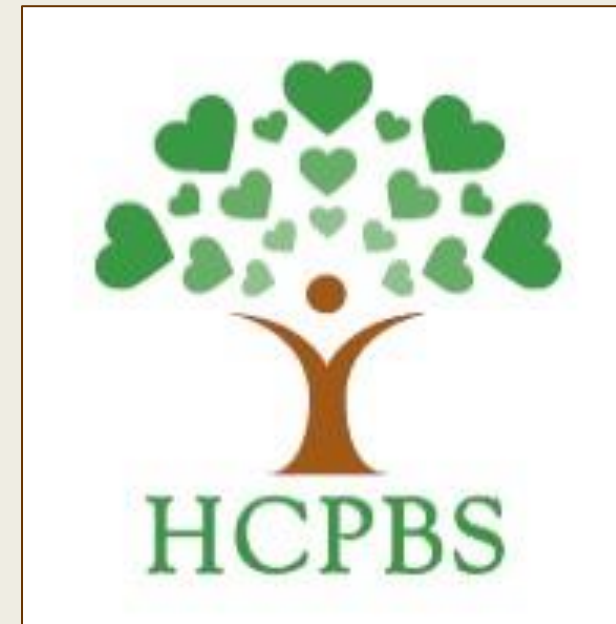
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2020 Webinar Series

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Special thanks to the Association for Positive Behavior Support (apbs.org) for hosting this webinar.

This webinar is intended for anyone who supports someone whose behavior others find difficult. It is designed for Board Certified Behavior Analysts (BCBAs) and Board Certified assistant Behavior Analysts (BCaBAs). All are welcome!

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HCPBS is dedicated to expanding and enhancing the application of PBS principles and practices for people with behavioral challenges, as well as the systems that support them, across home and community contexts and the lifespan. Our goals are to make evidence-based practices that are appropriate to community contexts accessible and engage practitioners in APBS.



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Save the Dates!

September 11 and 14

Ethical Decision Making in PBS
Demonstrating Ethics in Action
with Nancy Rosenberg

December 3

Avoiding Resurgence of Problem Behavior
with Joe Reichle

Thanks to the HCPBS Webinar Team

- Our presenters: **Linda Bambara** and **Meme Hieneman**
- **Zoe Anderson**, Salutem Shared Services, Windsor, Berkshire, UK
- **Mariah Tricker**, Community Supports Services, Mobile Crisis Tam 7E, Cambridge MN
- **Whitney King**, Community Direct Services, Virginia Beach, VA
- **Molly Dellinger-Wray**, VCU Partnership for People with Disabilities, Richmond VA
- **Gretchen Hess**, APBS, Boomsburg, PA
- **Nicolette Christians**, Spectrum Education and Behavior Services, Seattle, WA

Our Presenters

Linda Bambara



Meme Hieneman



EVOLUTION OF PBS:

Maintaining Integrity to our Core Principles

Linda Bambara and Meme Hieneman
May 14, 2020





Evolution of Positive Behavior Support: *Maintaining Integrity to Our Core Principles*

Linda M. Bambara, Ed.D.
Lehigh University

Meme Hieneman, Ph.D., BCBA
Positive Behavior Support Applications



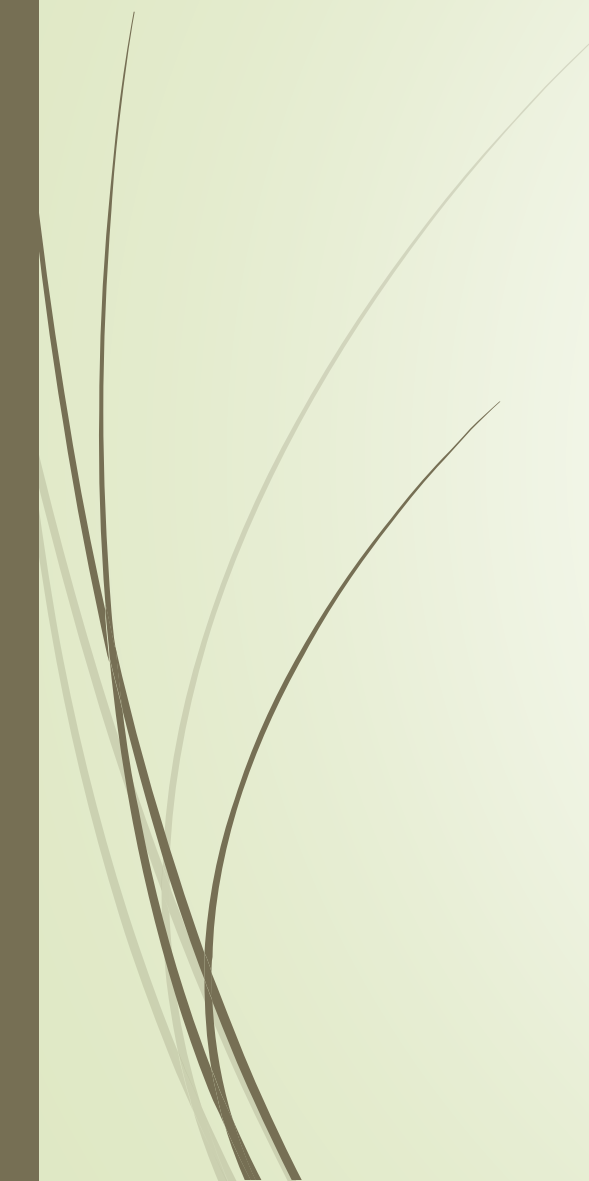
What we want to accomplish

- ▶ Address misconceptions and drift that may occur
- ▶ Describe the evolution and expansion of PBS
- ▶ Clarify defining features of PBS to ensure integrity



Common Misconceptions

What have you heard about PBS or experienced that you feel incorrectly represents our approach?

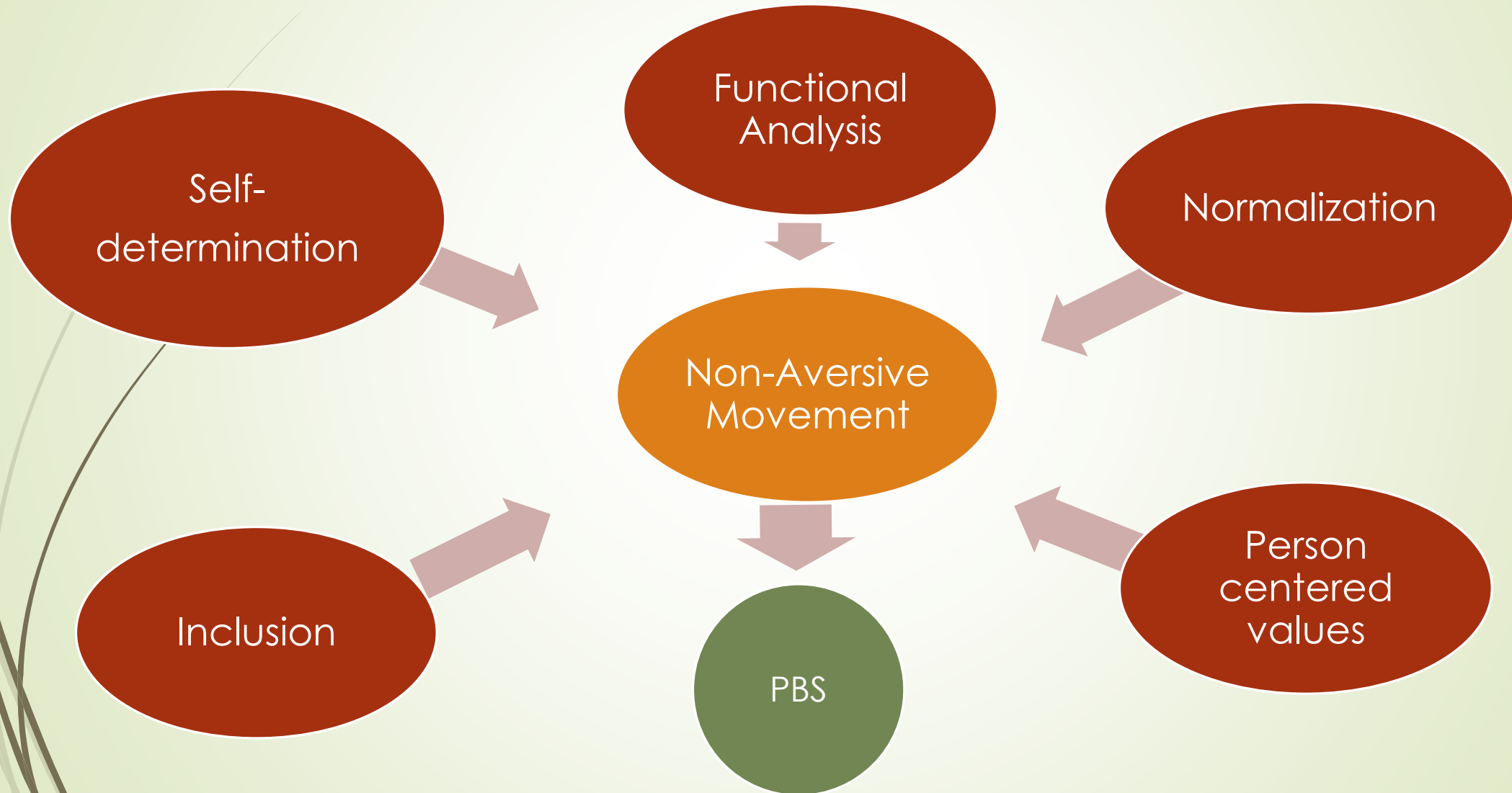




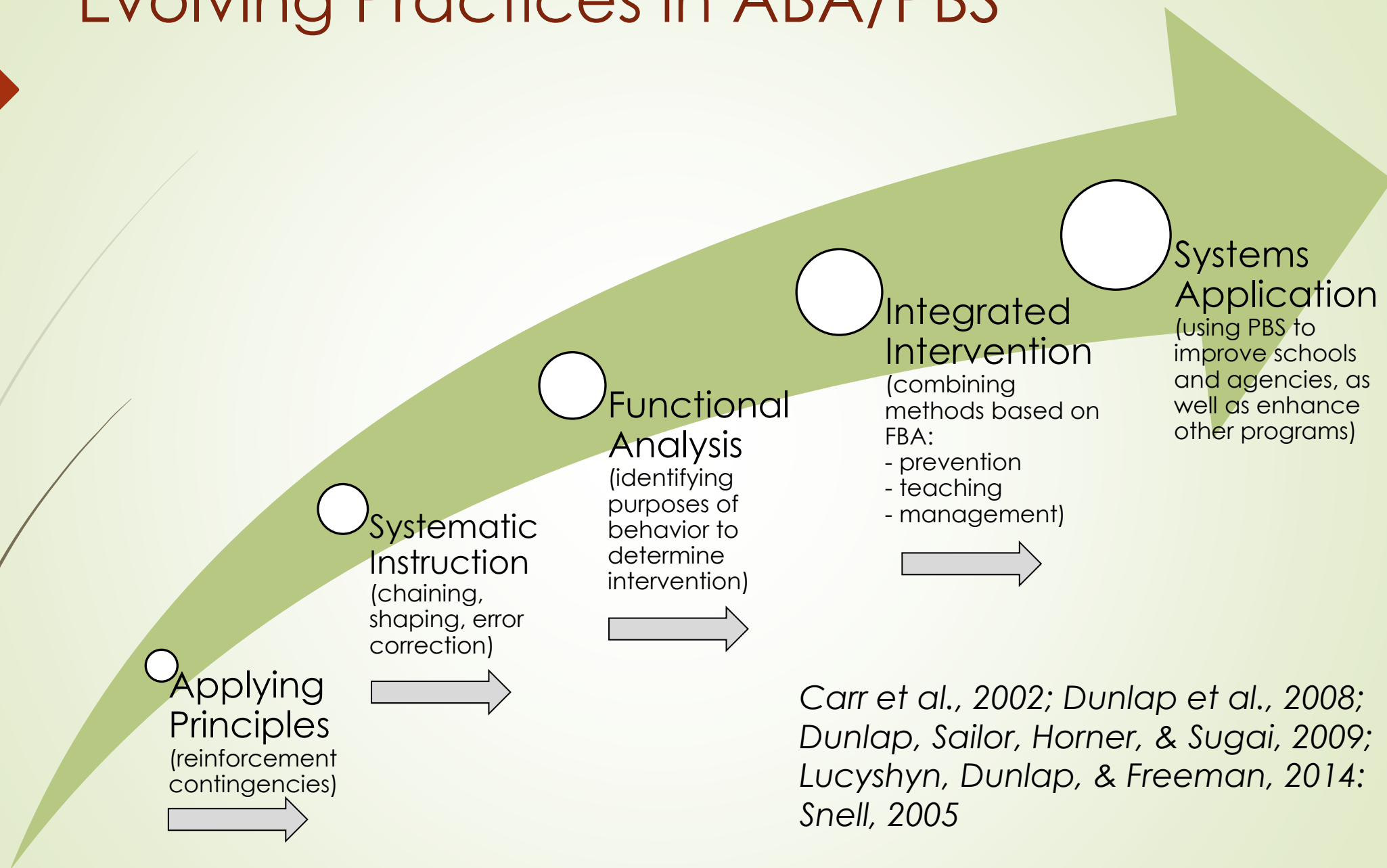
Common Misconceptions

- ▶ PBS is anti-applied behavior analysis
- ▶ PBS requires no specialized knowledge or skills
- ▶ PBS is only for people with severe disabilities
- ▶ PBS is something we do just in schools
- ▶ PBS is a set of procedures or paperwork
- ▶ PBS only involves...
 - ▶ Changing the environment
 - ▶ Positive reinforcement
- ▶ PBS is a television network – oops, that is true!
(and why many call it PBIS now)

Early Influences of PBS

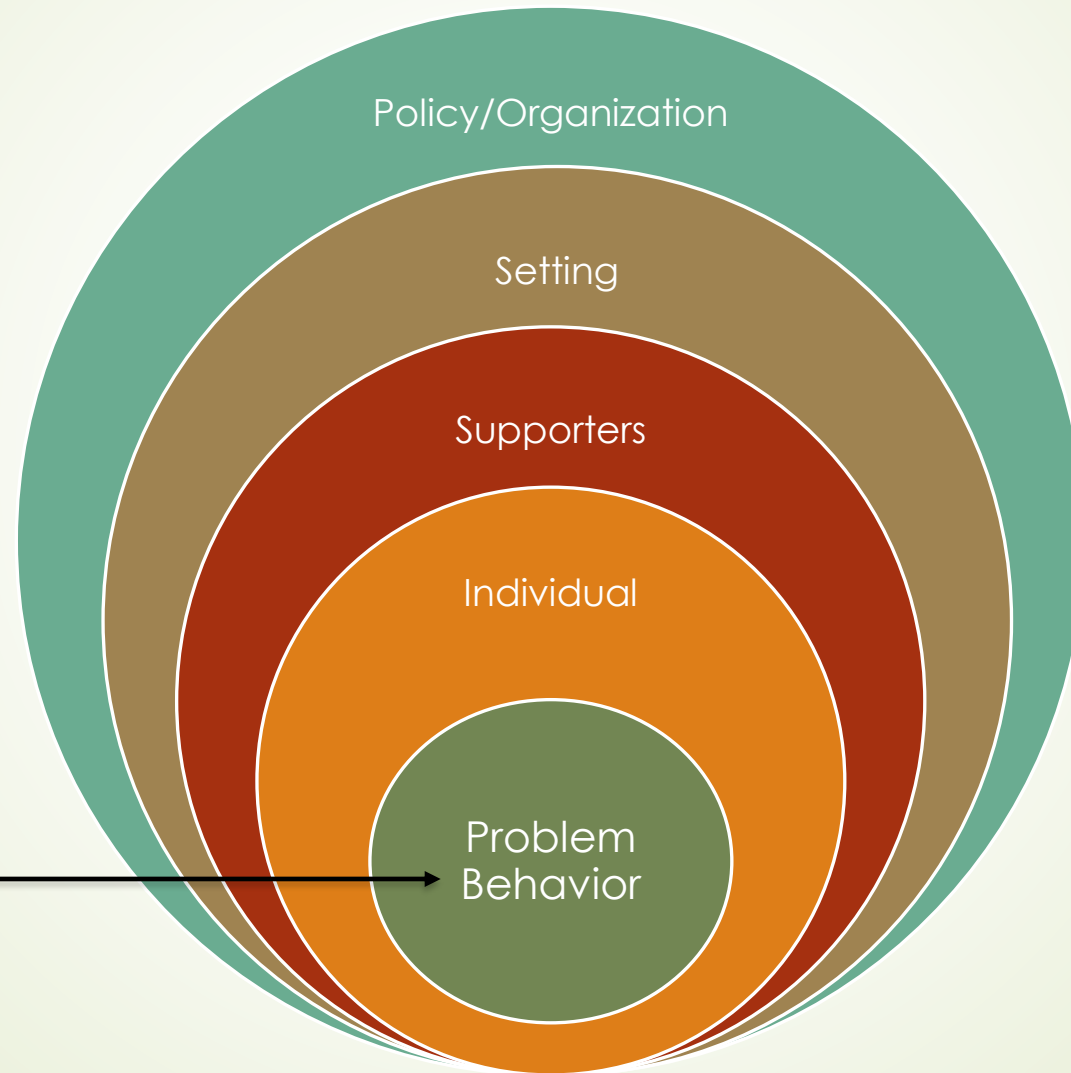


Evolving Practices in ABA/PBS

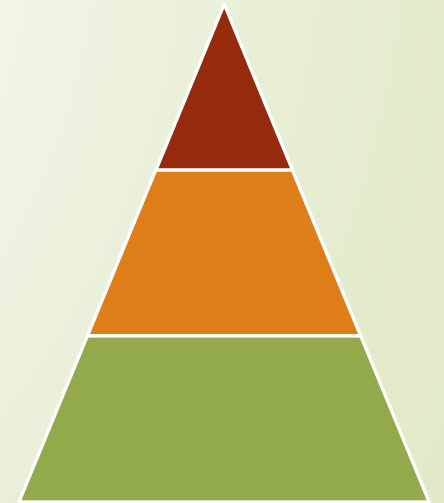


Carr et al., 2002; Dunlap et al., 2008; Dunlap, Sailor, Horner, & Sugai, 2009; Lucyshyn, Dunlap, & Freeman, 2014; Snell, 2005

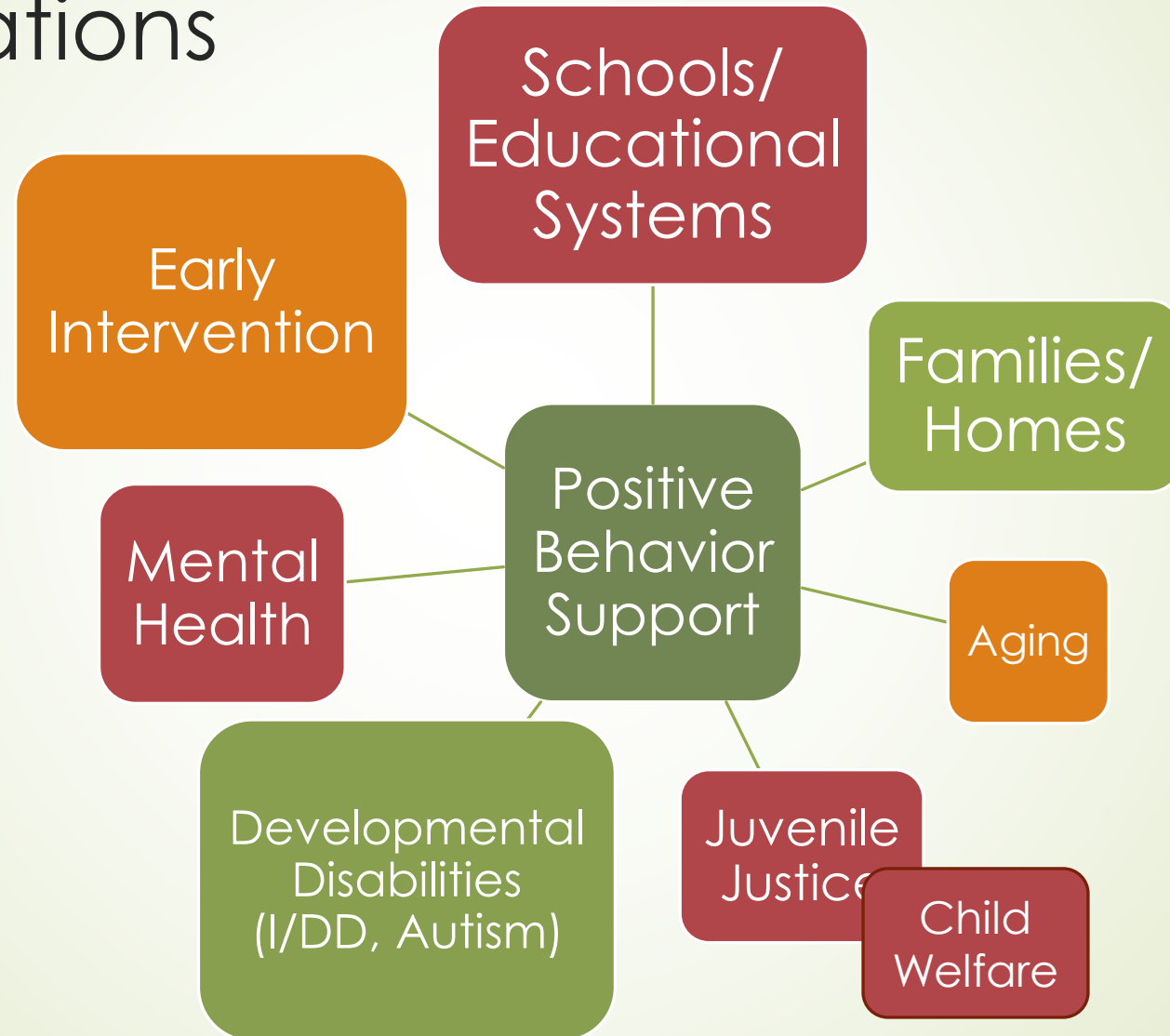
PBS: An ecological or systems approach



Change problem contexts




Application Across Disciplines and Populations





Ok then,
What *is* positive behavior support?



Proposed New Definition - JPBI

(Kincaid, Dunlap, Kern, et al. 2016)

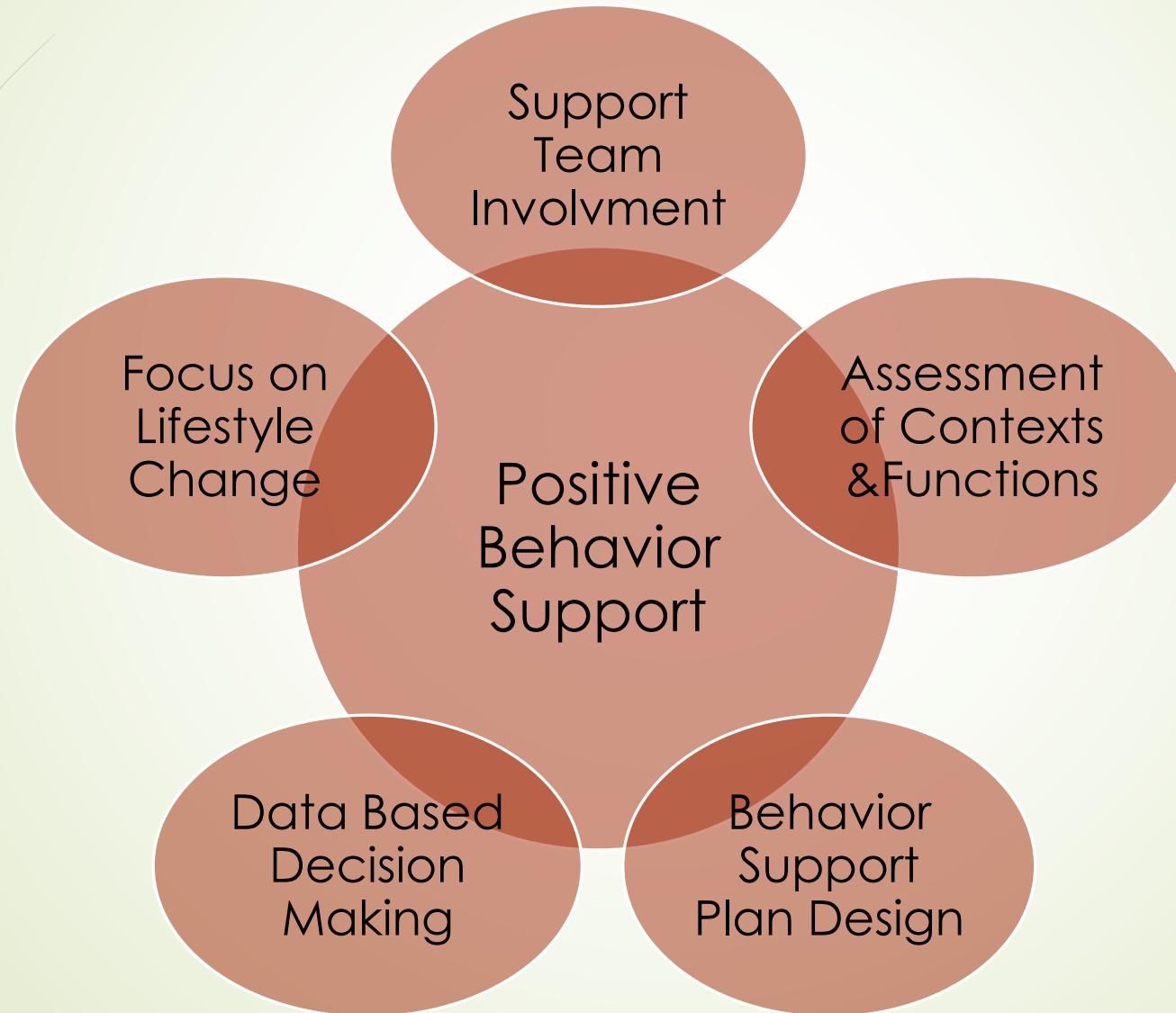
PBS is an approach to behavior support that includes an ongoing process of **research-based assessment, intervention, and data-based decision making** focused on **building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors**. PBS relies on strategies that are **respectful of a person's dignity and overall well-being** and that are drawn primarily from **behavioral, educational, and social sciences, although other evidence-based procedures may be incorporated**. PBS may be applied within a **multi-tiered framework** at the level of the individual and the level of the larger systems (e.g., families, classrooms, schools, social service programs, and facilities).



Person-Centered Values

- Set a guiding principles that puts individual's interest/well being at the center of our work
- Requires:
 - Knowing the person's preferences/interests
 - Building on capacities, not deficits
 - Respect and dignity
 - Willingness to change programs/systems to address individual needs (advocacy)

Core Elements of PBS Practice



Assessment of PBS
Practices Questionnaire
<https://hcpbs.org/wp-content/uploads/2017/04/assessment-of-positive-behavior-support-practices.pdf>



Brain tease:

PBS is “inclusive of multiple individual strategies, but no one assessment, intervention, or problem-solving approach is a PBS approach” (Kincaid et al., 2016, p. 72).



Support Team Involvement/Support

- Team includes stakeholders from all relevant settings
- Participates in person-centered/group action planning
- Involved in all aspects of process (i.e., identifying goals, gathering information, analyzing patterns, selecting and implementing strategies, evaluating outcomes)
- Ongoing supports and training to address implementers' needs
- Communicate consistently to address ongoing issues



Assessment of Contexts and Functions

- Assessments include:
 - Interviews/indirect assessments
 - Direct observations across contexts
 - Ecological/curricular assessments
- Assessments result in patterns:
 - Probable functions of behavior
 - Circumstances that trigger behavior

Assessing Proximal Contexts and Functions

Setting Events
(Conditions or
Circumstances)

When
Where
With Whom What
Activities

Antecedents
(Specific Triggers)

Behaviors of
Concern
Positive
Problematic

Maintaining
Consequences
(Get/Avoid)

Keeping an eye on the big picture...

Assessing Broad Contexts

Major Life
Events

History (e.g.,
trauma)

Preferences
Goals
Interests

Choice/
Control

Physical
and
Mental
Health

Strengths/
Weaknesses

Relationships

Inclusion

Lucyshyn et al., 2009; McLennan et al., 2017

Behavior Support Plan Design

- Interventions are clearly linked to patterns
- Behavior support plans include:
 - Goals and specific behaviors of concern
 - Environmental arrangements to support behavior
 - Instructional targets and teaching strategies
 - Management of reinforcement strategies
 - Crisis procedures, as necessary
- Strategies maximize opportunities for choice and avoid painful or humiliating procedures
- Matched to resources, routines, and preferences


Behavior Support Plan Elements



Proactive Strategies	Teaching Strategies	Management Strategies
Changing environment to prompt positive behavior and make problem behavior unnecessary (prior to the behavior)	Teaching skills to replace problem behavior or allow individuals to be more successful	Responding to behavior to reinforce positive and not negative behavior
Modifying setting events to improve lifestyle and climate		
Supporting caregivers and practitioners to implement interventions consistently		



Data Based Decision Making

- Specific behaviors of concern defined objectively
 - Objective data collected to monitor progress and evaluate outcomes:
 - Reductions in behaviors of concern
 - Increases in desired and replacement behaviors
 - Implementation is monitored to ensure fidelity
 - Data are synthesized and analyzed, and collected over time to evaluate durability
 - Decisions are made on the basis of objective data
- 



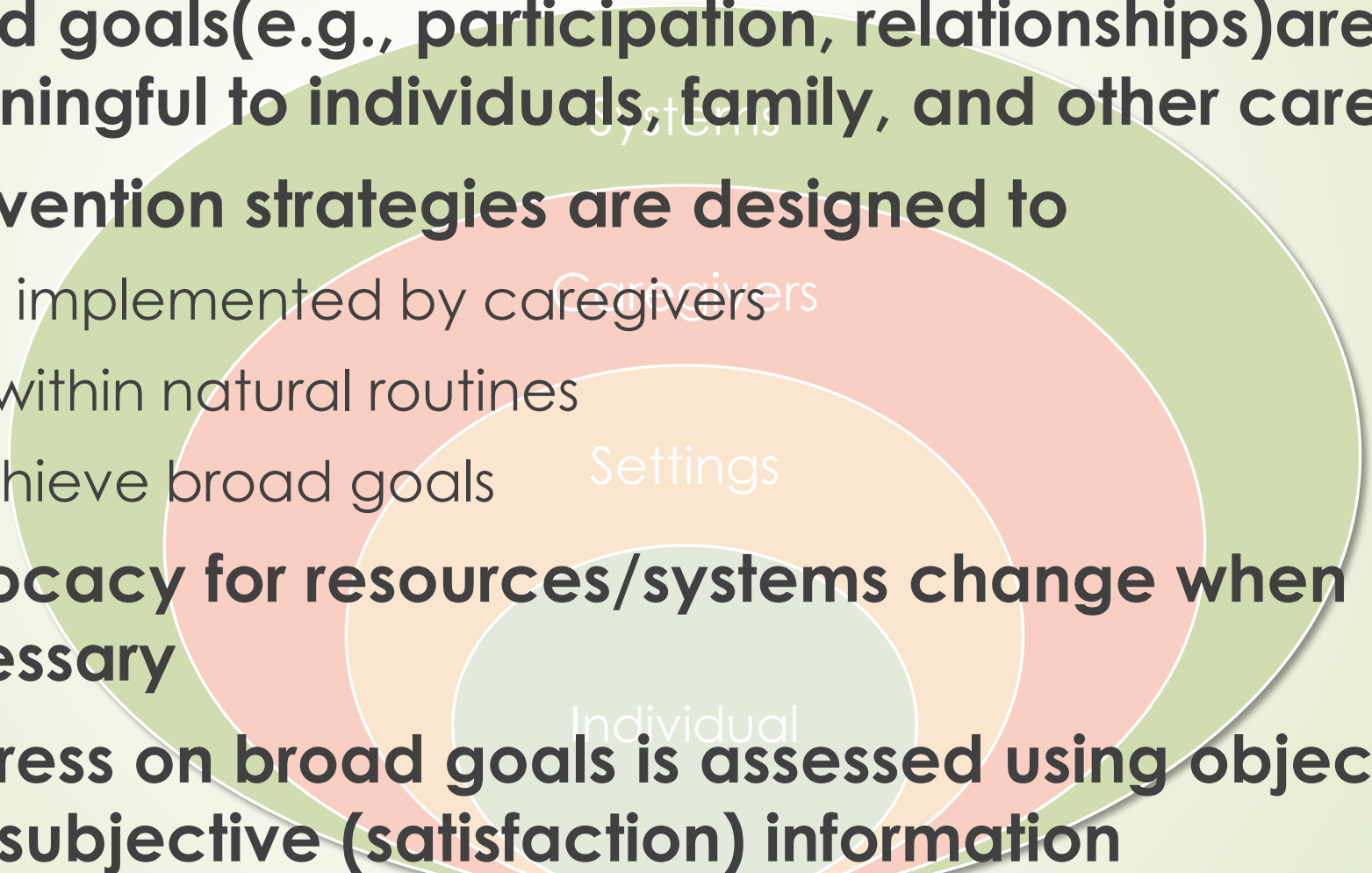
Focus on Lifestyle/Systems Change

The important thing is to help individuals with ASD and their loved ones achieve a good quality of life together, a meaningful journey across the lifespan and endpoint characterized by self-respect, independence, and community acceptance. PBS is not an abstract science. It's about lives that demonstrate possibilities rather than liabilities.

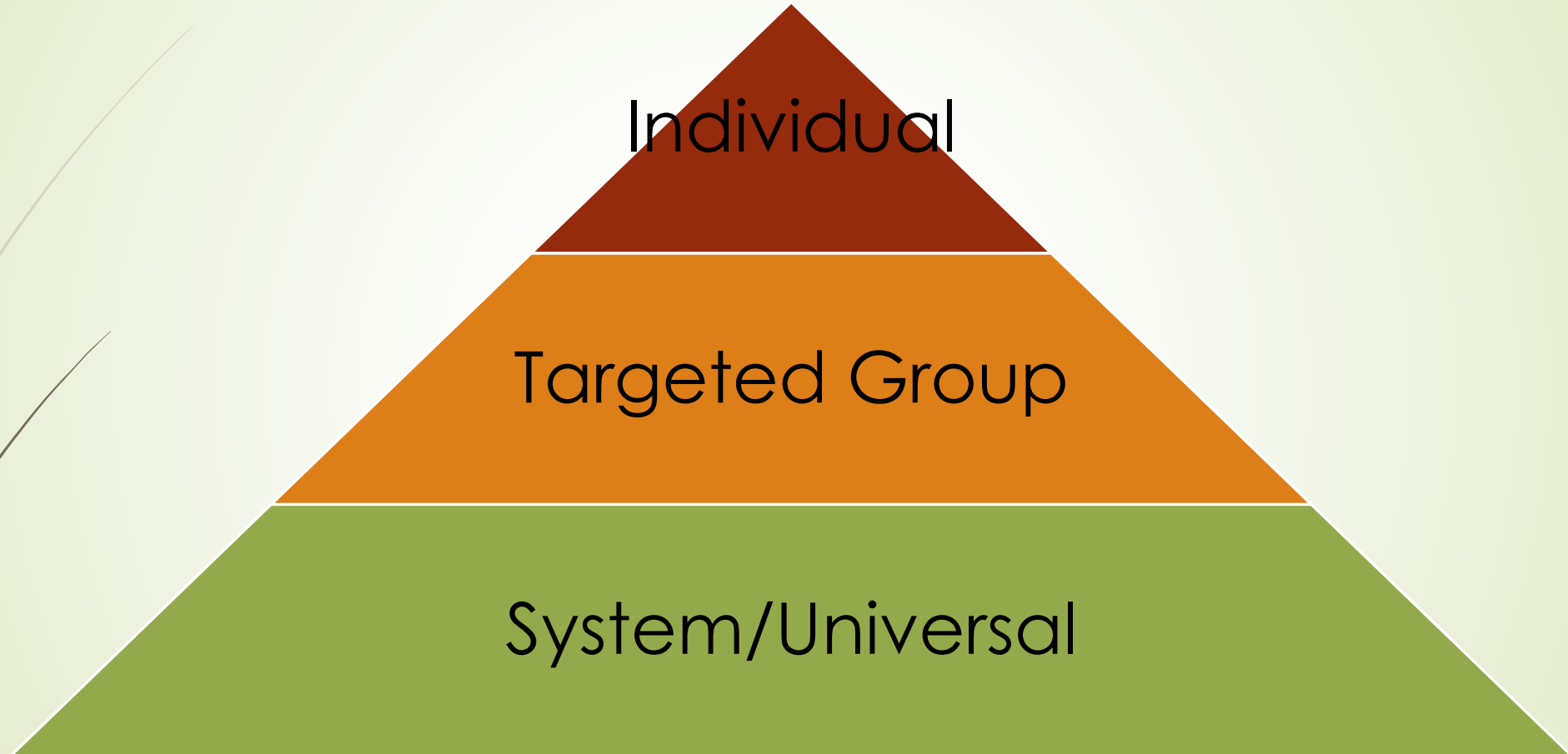
--Ted Carr



Focus on Lifestyle/System Change

- 
- **Broad goals (e.g., participation, relationships) are meaningful to individuals, family, and other caregivers**
 - **Intervention strategies are designed to**
 - be implemented by caregivers
 - fit within natural routines
 - achieve broad goals
 - **Advocacy for resources/systems change when necessary**
 - **Progress on broad goals is assessed using objective and subjective (satisfaction) information**

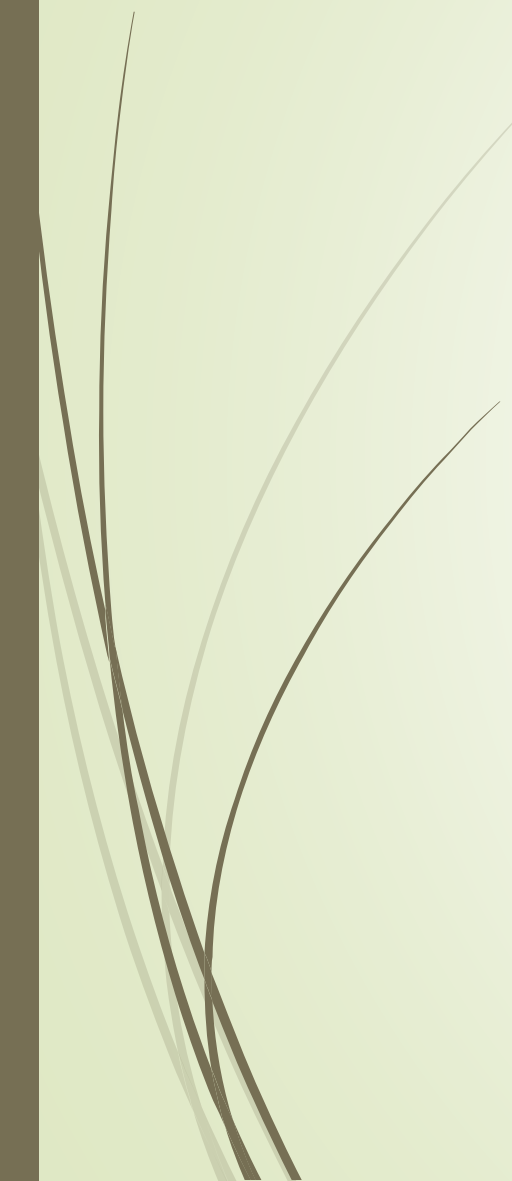
PBS as a Multi-Tiered Approach



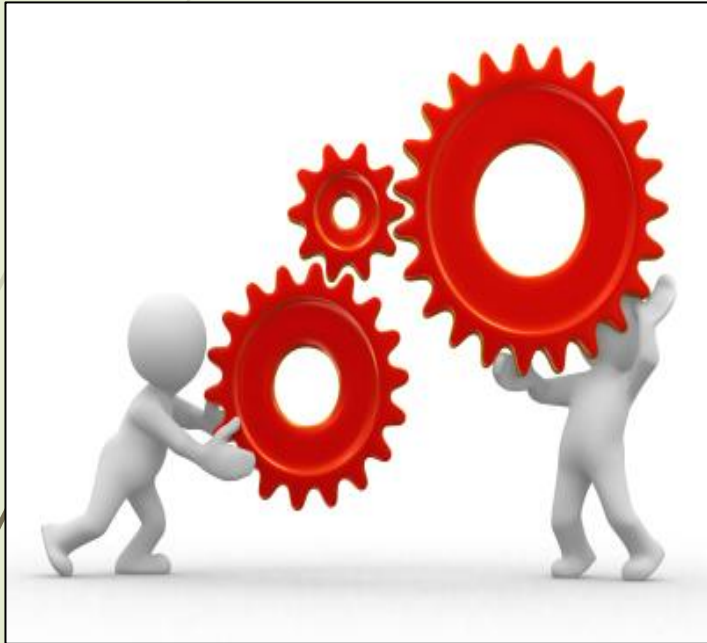
Duchnowski & Kutash, 2009; Fox & Hemneter, 2009; McCart et al., 2009; Sugai & Horner, 2009



Reflections

- ▶ How do we make sure we are consistently blending our values and science of PBS?
 - ▶ How do we go about maintaining the integrity to PBS principles as we continue to expand applications to new populations, settings, and systems?
 - ▶ Did anything we said change your views?
- 

In Closing...



Questions? Answers?

► Linda Bambara, Ed.D.

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► Meme Hieneman, Ph.D. BCBA

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Please complete the
evaluation!

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